



RANK WORKSHEET

Second Class

Scouts BSA

Name

Started

Completed

Second Class builds on Tenderfoot with bigger outdoor skills: fire building, cooking, map and compass, swimming, and more first aid. You'll also start thinking about money, safety, and staying active. By the end you'll be a much more capable camper.

Requirements

Every official requirement, in plain language. Check the official wording when you sign off (scouting.org/wp-content/uploads/2025/12/Scouts-BSA-Rank-Requirements.pdf). Tips and examples are ideas, not extra requirements.

1 Camping and outdoor ethics

- ☐ **1a** Since joining Scouts BSA, take part in 5 separate troop or patrol activities (not meetings), at least 3 outdoors and at least 2 of those with overnight camping; on campouts, sleep in a tent you pitch or a shelter you help build, like a lean-to, snow cave, or tepee

Tip: Keep a simple log of each troop activity with the date and what you did. Pitch your own shelter each campout so it counts.

- ☐ **1b** From memory, recite the Leave No Trace principles and explain how you follow them on every outing

Tip: Learn the seven principles, then on your next outing name one way you followed each one.

- ☐ **1c** On one of these campouts, pick a patrol site and suggest it to the troop guide, patrol leader, or senior patrol leader; explain what to consider when choosing a patrol site and a tent spot

Tip: Look for flat, durable ground away from dead branches and low spots where water collects. Explain your choice to your patrol leader.

Example: Walk the site with your patrol leader and explain your pick: "This flat spot is above the low area where rain would pool, away from that dead branch overhead, and well back from the lake so we don't trample the shore."

2 Cooking and tools

- ☐ **2a** Explain when a fire is (and isn't) a good choice for cooking or other uses

Tip: Talk with your patrol about times a fire is a bad idea, like fire bans, dry weather, or when a stove would work better.

Example: Use real situations: a fire is fine in an existing fire ring with no burn ban and water nearby. It's not a good idea during a fire ban, on a dry and windy day, or when a stove would cook dinner faster with less impact.

- ☐ **2b** With a pocketknife (and a saw or ax if needed), get tinder, kindling, and fuel wood ready for a cooking fire

Tip: Gather tinder, kindling, and fuel in three neat piles, from thin to thick. Use your knife carefully, sitting down with a clear safety circle.

- ☐ **2c** At an approved place and time, use a minimum-impact method and your 2b materials to build a fire; light it unless fire rules forbid it, let it burn safely for at least 2 minutes, then put it out with little impact and properly dispose of ashes and charred remains

Tip: Use an existing fire ring when you can, keep the fire small, and have water ready. Practice the cold-out check before you leave.

- ☐ **2d** Explain when to use a lightweight stove versus a propane stove; set one up and light it (unless fire rules forbid it), and describe safety procedures for these stoves

Tip: Have an adult show you how each stove type works. Set it up on stable ground and follow the instructions on the label.

- ☐ **2e** On one campout, plan and cook a hot breakfast or lunch using foods from MyPlate or the current USDA model; explain why good nutrition matters and show how to transport, store, and prepare your foods

Tip: Plan a simple hot breakfast like eggs and pancakes. Think about keeping cold foods cold, washing hands, and avoiding cross-contamination.

Example: A simple hot breakfast: scrambled eggs, a warm tortilla, and an orange. Explain the nutrition (protein, energy, vitamins) and the food safety: eggs stay in the cooler until cooking, and everyone washes hands before touching food.

- ☐ **2f** Tie a sheet bend and describe when you would use it

Tip: The sheet bend joins two ropes, even of different sizes. Practice joining a thick and thin cord.

- ☐ **2g** Tie a bowline and describe when you would use it

Tip: The bowline makes a loop that won't slip. Practice tying it around your waist and around a post.

3 Navigation

- ☐ **3a** Explain and show how a compass works, orient a map, and use the map to point out five symbols and their meanings

Tip: Use a local trail map and practice orienting it with a compass in your backyard or a park. Learn five symbols you'll see on the hike.

Example: Five symbols you might explain from a topographic map: brown contour lines (elevation), a blue line (stream), a dashed black line (trail), a small black square (building), and green shading (forest).

- ☐ **3b** Use a map and compass together on a 5-mile hike (or 10-mile bike ride) approved by your adult leader and parent or guardian (a trip may replace the hike if getting around is hard for you)

Tip: Plan the route with your patrol and check your position often. Bring water, snacks, and a buddy, and let an adult know your route.

Example: Plan a 5-mile loop at a park with your patrol: mark the route on a map, plan to check the compass at each trail junction, and pick a lunch spot near halfway. Leave the route and return time with a parent at home.

- ☐ **3c** Describe hazards or injuries you might run into on your hike and how to help prevent them

Tip: Before the hike, list likely hazards like blisters, dehydration, or slips, and how your group will prevent each one.

Example: Make a hazard list for your hike: blisters (break in boots, carry moleskin), dehydration (bring plenty of water), slips on wet rocks (slow down), and storms (check the forecast and set a turnaround time).

- ☐ **3d** Show how to find directions by day and at night with no compass or electronic device

Tip: Try the shadow-stick method on a sunny day and find the North Star on a clear night. Practice both before you need them.

Example: By day, try the shadow-stick method: mark the tip of a stick's shadow, wait about 15 minutes, and mark it again. The first mark is west and the second is east. At night, follow the two pointer stars of the Big Dipper to the North Star.

- ☐ **4** Identify, or show evidence of, 10 or more kinds of wild animals (birds, mammals, reptiles, fish, mollusks, and so on) in your local area or camping spot; evidence can be tracks, signs, or your own photos

Tip: Keep a notebook or photo log of animals, tracks, scat, nests, or other signs you spot. A nature center can help you identify them.

Example: Your 10 might be a squirrel, a robin, deer tracks in mud, an earthworm, a garter snake, woodpecker holes in a tree, a spider web, a rabbit, a frog, and a monarch butterfly. A photo or sketch with the date and place makes each one easy to share.

5 Aquatics

- ☐ **5a** Tell what precautions are needed for a safe swim

Tip: Learn the parts of a safe swim, like qualified supervision, a buddy, and a clear swimming area. Ask your leader to explain how your troop sets one up.

- ☐ **5b** Pass the Scouting America beginner test: enter feetfirst in water over your head, level off, swim 25 feet, stop and make a sharp turn, then swim back to where you started

Tip: If swimming is new to you, take lessons at a local pool first. The test is given by qualified adults at camp or a pool.

- ☐ **5c** Show water rescues by reaching with your arm or leg, reaching with a suitable object, and throwing lines and objects

Tip: Practice reaching with a pole or towel and throwing a rope or ring buoy on dry land, then at a supervised swim.

- ☐ **5d** Explain why you shouldn't try a swimming rescue when a reaching or throwing rescue will work, and why and how a rescue swimmer avoids contact with the victim

Tip: Talk about why a panicking swimmer can pull a rescuer under. Reaching and throwing let you help while staying safe.

Example: A scared swimmer may grab anyone close and push them under to stay up. That's why rescuers reach with a pole or towel, or throw a rope or something that floats, from a safe spot instead of swimming out.

6 First aid and emergency preparedness

- ☐ **6a** Show first aid for: an object in the eye; a bite from a warm-blooded animal; puncture wounds from a splinter, nail, or fishhook; serious (second-degree) burns; heat exhaustion; shock; heatstroke, dehydration, hypothermia, and hyperventilation

Tip: Practice each first aid skill with a partner and a simple kit. Act out a scenario so you know what to do quickly.

- ☐ **6b** Show what to do for the "hurry" cases: stopped breathing, stroke, severe bleeding, and swallowed poison

Tip: Hurry cases need fast action. Practice the steps for each with an adult who has first aid training, and learn when to call for help right away.

- ☐ **6c** Tell how to prevent or reduce the injuries in 6a and 6b while on a campout or hike

Tip: For each injury, think of how to prevent it on a campout, like drinking water, dressing in layers, or careful tool use.

- ☐ **6d** Explain what to do in accidents needing emergency response at home and in the backcountry, what counts as an emergency, and what information to give a responder

Tip: Write down your home address and what to tell a dispatcher. Talk about how help works differently when you're far from a road.

Example: Practice a 911 call out loud: your name, your exact location (street address, or trail name and nearest landmark), what happened, how many people are hurt, and what you've done so far. Stay on the line until the dispatcher says to hang up.

- ☐ **6e** Explain what you should do if you arrive at the scene of a car crash

Tip: Focus on staying safe yourself first, calling for help, and what information to give. Ask a firefighter or EMT how they handle a crash scene.

7 Fitness

- ☐ **7a** After finishing Tenderfoot 6c, be active at least 30 minutes a day, 5 days a week, for 4 weeks, and keep track of what you do

Tip: Pick activities you enjoy, like biking, shooting hoops, or walking the dog, and track them on a calendar for four weeks.

- ☐ **7b** Share your challenges and successes with 7a; set a goal to keep physical activity part of your daily life and make a plan to do it

Tip: Look back at your log and be honest about what was hard. Set a goal you can actually keep going after this rank.

Example: Look at your log honestly: "I skipped days when I had tests, so on busy days I'll take a 30-minute walk." Then set a next goal, like running a mile without stopping by the end of summer, and write down how you'll get there.

- ☐ **7c** Take part in a school, community, or troop program about the dangers of drugs, alcohol, tobacco, and other harmful practices; talk with your family about it and explain the dangers of addiction; tell your Scoutmaster or another troop leader which parts of the Oath and Law relate to what you learned

Tip: Ask your leader about an approved program from a school, health department, or community group. Then talk it over at home.

8 Citizenship and money

- ☐ **8a** Help with a flag ceremony at school, a place of worship, your chartered organization, a community event, or a Scouting activity

Tip: Volunteer to carry or raise the flag at a troop meeting or community event.

- ☐ **8b** Explain the respect owed to the U.S. flag

Tip: Learn how to handle and display the flag respectfully, and when to salute it.

- ☐ **8c** With your parent or guardian, agree on an amount to earn based on the cost of something you want to buy; write a plan to earn it and follow it (changes are OK); discuss any changes and whether you reached your goal

Tip: With a parent, pick something you want to buy, write down how you'll earn the money, and track your progress.

Example: Example: you want a \$60 sleeping pad. Your written plan might be doing yard work or pet care for family friends, saving part of any birthday money, writing every dollar in a notebook, and checking in with a parent each Sunday.

- ☐ **8d** Compare the item's price at three or more places to find the best place to buy it; after 8c, decide whether to spend the money as planned, save some or all of it, or use it another way

Tip: Check prices online and in stores. Decide together with a parent whether to spend, save, or share what you earned.

Example: Compare the sleeping pad's price at a big store, an outdoor store's website, and a used-gear swap. Then decide with a parent what to do with what you earned: buy it, keep saving, or set some aside to give.

- ☐ **8e** Give 2 hours of service on one or more Scoutmaster-approved projects; tell how serving others relates to the Scout Oath

Tip: Choose an approved project that helps others, like a food drive or park cleanup. Think about how it connects to helping other people at all times.

Example: Two hours could be helping your troop clear a trail, stocking shelves at a food pantry, or planting flowers at a library. Then connect it to the Oath's promise to help other people at all times.

9 Personal safety awareness

- ☐ **9a** Explain the three R's for keeping yourself safe and protected

Tip: Learn the three R's of personal safety and talk about them with a parent. Your handbook explains each one.

- ☐ **9b** Describe bullying and the right way to respond when someone bullies you or another person

Tip: Think about what bullying looks like in person and online, and what you can do if you see it or it happens to you. Talk with a trusted adult.

Example: Bullying can look like repeated name-calling, leaving someone out on purpose, or mean posts online. Ways to respond: don't join in, stay with the person being targeted, tell a trusted adult, and save screenshots of online bullying to show that adult.

- ☐ **10** Show Scout spirit by living the Oath and Law; share how you've carried out your duty to God and lived out four Scout Law points (not the ones used for Tenderfoot 9) day to day

Tip: Pick four Scout Law points you haven't talked about before and share real examples from your life.

Example: Pick four Scout Law points you haven't talked about yet and bring one story for each. For Thrifty: you patched your torn rain fly instead of buying a new one. For duty to God, share what it means in your own life and family, in your own words.

- ☐ **11** After finishing Tenderfoot 10 and while working on Second Class, have a Scoutmaster conference

Tip: Bring your handbook and talk with your Scoutmaster about what you've learned and what's next.

☐ **12** Pass your Second Class board of review

Tip: The board of review is a friendly chat about your Scouting experience. Be ready to share a favorite moment.